

Maryland Report Card

Somerset County 2015 Progress Report

Somerset County

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	94.8	≥ 95.0	95.4	95.7
Middle	93.7	94.2	95.0	95.4
High	92.3	92.9	92.4	92.7
Cohort Graduation Rate%				
Class of 2014 (4-Year Rate)		85.57		86.39
Class of 2014 (5-Year Rate)	86.46		88.70	

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	44.2	41.5	27.4	27.2
Advanced Professional	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.6	0.6	1.5	1.0
% of classes NOT taught by highly qualified teachers				
All Quartiles	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	12.7	9.5	17.7	15.7

*** indicates no students or fewer than 10 students in category.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

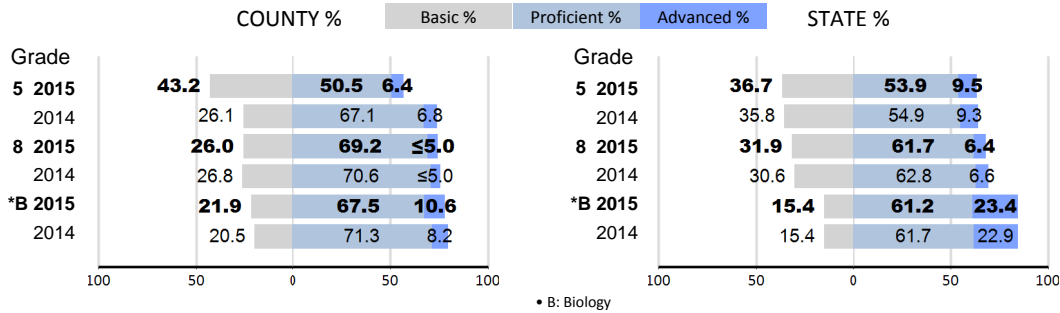
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

Somerset County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

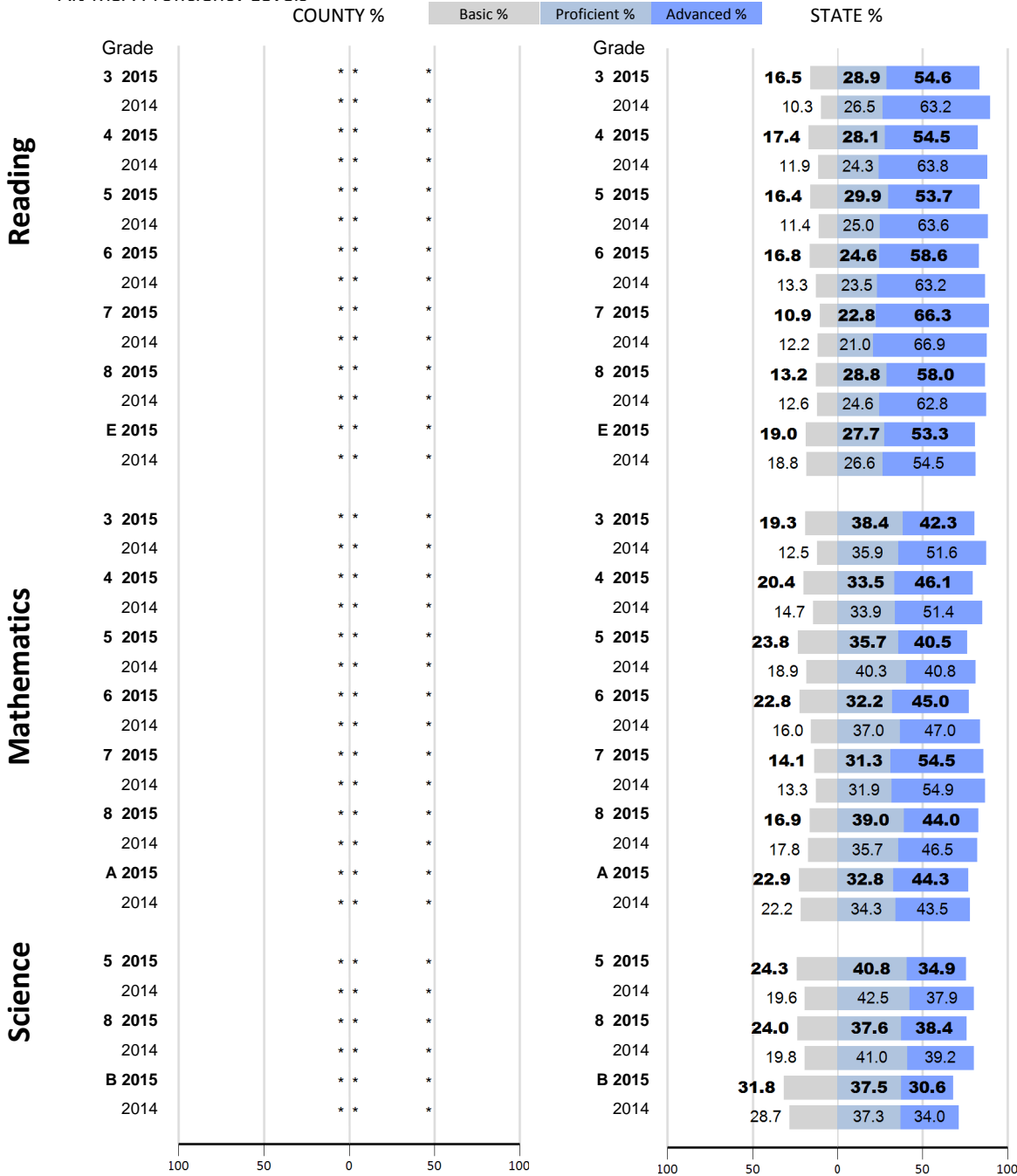
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

Description of Proficiency Levels

Basic %	Science:	Biology:
	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Somerset County

Alt-MSA Proficiency Levels



Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in Science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

*Applies to Alt MSA only

E: English; A: Algebra/Data Analysis; B: Biology

Basic %	*Reading: Students are unable to read and understand literature and passages of information that are written for students in their grade.	*English: Students have difficulty comprehending grade appropriate literature and applying language choices when students to know and be able to do at this grade level.	*Mathematics: Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	*Algebra/Data Analysis Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Science: Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Biology: Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Somerset County

PARCC Assessment Performance Results Summary - 2015

		Performance Level																					
		Level 1				Level 2				Level 3				Level 4				Level 5					
		Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations					
		TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State		
English/Language Arts 3	222	65088	69	13108	31.1	20.1	59	12816	26.6	19.7	60	14322	27.0	22.0	33	21951	14.9	33.7	*	2891	≤5.0	4.4	
English/Language Arts 4	206	63792	25	8012	12.1	12.6	59	12855	28.6	20.2	76	17329	36.9	27.2	41	20718	19.9	32.5	*	4878	≤5.0	7.6	
English/Language Arts 5	218	63331	37	7528	17.0	11.9	56	13204	25.7	20.8	78	17245	35.8	27.2	46	23353	21.1	36.9	*	2001	≤5.0	3.2	
English/Language Arts 6	209	62055	17	7353	8.1	11.8	62	13429	29.7	21.6	78	18848	37.3	30.4	48	19893	23.0	32.1	*	2532	≤5.0	4.1	
English/Language Arts 7	178	61200	26	10536	14.6	17.2	48	11686	27.0	19.1	60	15297	33.7	25.0	34	17718	19.1	29.0	10	5963	5.6	9.7	
English/Language Arts 8	205	59335	40	10111	19.5	17.0	51	10969	24.9	18.5	56	14240	27.3	24.0	52	19839	25.4	33.4	*	4176	≤5.0	7.0	
English/Language Arts 10	178	55651	44	11886	24.7	21.4	40	10044	22.5	18.0	44	11628	24.7	20.9	41	15650	23.0	28.1	9	6443	5.1	11.6	
Mathematics 3	221	65594	24	9748	10.9	14.9	87	14771	39.4	22.5	81	17224	36.7	26.3	26	19600	11.8	29.9	*	4251	≤5.0	6.5	
Mathematics 4	206	64290	32	8870	15.5	13.8	91	18133	44.2	28.2	51	17579	24.8	27.3	32	17957	15.5	27.9	*	1751	≤5.0	2.7	
Mathematics 5	220	63828	24	8337	10.9	13.1	93	18491	42.3	29.0	72	17946	32.7	28.1	30	16441	13.6	25.8	*	2613	≤5.0	4.1	
Mathematics 6	209	62194	*	8473	≤5.0	13.6	72	17837	34.4	28.7	90	17552	43.1	28.2	36	16345	17.2	26.3	*	1987	≤5.0	3.2	
Mathematics 7	178	55010	14	7181	7.9	13.1	59	17630	33.1	32.0	75	18528	42.1	33.7	29	11036	16.3	20.1	*	635	≤5.0	1.2	
Mathematics 8	205	41166	40	11971	19.5	29.1	53	11126	25.9	27.0	64	8530	31.2	20.7	48	8056	23.4	19.6	*	1483	≤5.0	3.6	
Algebra I	120	61842	22	8047	18.3	13.0	54	17712	45.0	28.6	42	16757	35.0	27.1	*	18194	≤5.0	29.4	*	1132	≤5.0	1.8	
Algebra II	114	40580	32	13057	28.1	32.2	48	10917	42.1	26.9	28	8430	24.6	20.8	6	7820	5.3	19.3	*	356	≤5.0	0.9	

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.9	≥ 95.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.7	94.2	95.0	95.4
High	*	*	92.3	92.9	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)		*	85.57		86.39
Class of 2014 (5-Year Rate)	*		86.46	88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	44.8	36.7	44.2	41.5	27.4	27.2
Advanced Professional	55.2	60.0	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	12.7	9.5	17.7	15.7

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
---------	--------------	------------

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	36.8	57.5	5.7	43.2	50.5	6.4	36.7	53.9	9.5
2014	24.4	70.5	5.1	26.1	67.1	6.8	35.8	54.9	9.3
8 2015	*	*	*	26.0	69.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	26.8	70.6	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	67.5	10.6	15.4	61.2	23.4
2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Carter G Woodson Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	80	21	26.3	25	31.3	17	21.3	17	21.3	*	≤5.0
<i>English/Language Arts 4</i>	78	9	11.5	25	32.1	33	42.3	11	14.1	*	≤5.0
<i>English/Language Arts 5</i>	87	14	16.1	15	17.2	36	41.4	22	25.3	*	≤5.0
<i>Mathematics 3</i>	79	6	7.6	32	40.5	31	39.2	9	11.4	*	≤5.0
<i>Mathematics 4</i>	78	13	16.7	40	51.3	14	17.9	11	14.1	*	≤5.0
<i>Mathematics 5</i>	87	7	8.0	34	39.1	30	34.5	15	17.2	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	91.7	92.6	93.7	94.2	95.0	95.4
High	91.7	93.4	92.3	92.9	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		86.67		85.57		86.39
Class of 2014 (5-Year Rate)	86.67		86.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	40.0	40.0	44.2	41.5	27.4	27.2
Advanced Professional	56.0	52.0	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.0	4.0	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	15.9	10.5	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	12.7	9.5	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
---------	--------------	------------

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	43.2	50.5	6.4	36.7	53.9	9.5
2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3
8 2015	13.2	80.3	6.6	26.0	69.2	≤5.0	31.9	61.7	6.4
2014	25.0	71.9	≤5.0	26.8	70.6	≤5.0	30.6	62.8	6.6
*B 2015	20.3	66.1	13.6	21.9	67.5	10.6	15.4	61.2	23.4
2014	13.8	75.4	10.8	20.5	71.3	8.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Crisfield Academy and High School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 8</i>	75	8	10.7	13	17.3	22	29.3	28	37.3	4	5.3
<i>English/Language Arts 10</i>	75	21	28.0	14	18.7	15	20.0	21	28.0	4	5.3
<i>Mathematics 8</i>	75	11	14.7	11	14.7	30	40.0	23	30.7	*	≤5.0
<i>Algebra I</i>	43	*	≤5.0	20	46.5	19	44.2	*	≤5.0	*	≤5.0
<i>Algebra II</i>	45	11	24.4	21	46.7	9	20.0	4	8.9	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.3	94.7	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.7	94.2	95.0	95.4
High	*	*	92.3	92.9	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		85.57		86.39
Class of 2014 (5-Year Rate)	*		86.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	50.0	37.5	44.2	41.5	27.4	27.2
Advanced Professional	50.0	50.0	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	12.7	9.5	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
---------	--------------	------------

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	22.2	61.1	16.7	43.2	50.5	6.4	36.7	53.9	9.5
2014	5.6	77.8	16.7	26.1	67.1	6.8	35.8	54.9	9.3
8 2015	*	*	*	26.0	69.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	26.8	70.6	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	67.5	10.6	15.4	61.2	23.4
2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	13	5	38.5	3	23.1	3	23.1	2	15.4	*	≤5.0
<i>English/Language Arts 4</i>	19	3	15.8	3	15.8	6	31.6	7	36.8	*	≤5.0
<i>English/Language Arts 5</i>	18	1	5.6	5	27.8	6	33.3	6	33.3	*	≤5.0
<i>Mathematics 3</i>	13	2	15.4	3	23.1	6	46.2	2	15.4	*	≤5.0
<i>Mathematics 4</i>	19	3	15.8	6	31.6	6	31.6	4	21.1	*	≤5.0
<i>Mathematics 5</i>	18	2	11.1	8	44.4	3	16.7	5	27.8	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.7	94.2	95.0	95.4
High	*	*	92.3	92.9	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		85.57		86.39
Class of 2014 (5-Year Rate)	*		86.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	0.0	0.0	44.2	41.5	27.4	27.2
Advanced Professional	100.0	100.0	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	12.7	9.5	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
---------	--------------	------------

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	43.2	50.5	6.4	36.7	53.9	9.5
2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3
8 2015	*	*	*	26.0	69.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	26.8	70.6	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	67.5	10.6	15.4	61.2	23.4
2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 4</i>	*	*	*	*	*	*	*	*	*	*	*
<i>English/Language Arts 5</i>	*	*	*	*	*	*	*	*	*	*	*
<i>English/Language Arts 6</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 4</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 5</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 6</i>	*	*	*	*	*	*	*	*	*	*	*

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.6	≥ 95.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.7	94.2	95.0	95.4
High	*	*	92.3	92.9	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		85.57		86.39
Class of 2014 (5-Year Rate)	*		86.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	52.0	39.1	44.2	41.5	27.4	27.2
Advanced Professional	44.0	47.8	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	12.7	9.5	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
---------	--------------	------------

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	61.7	35.0	≤5.0	43.2	50.5	6.4	36.7	53.9	9.5
2014	40.0	53.3	6.7	26.1	67.1	6.8	35.8	54.9	9.3
8 2015	*	*	*	26.0	69.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	26.8	70.6	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	67.5	10.6	15.4	61.2	23.4
2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Greenwood Elementary School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	75	28	37.3	18	24.0	17	22.7	11	14.7	*	≤5.0
<i>English/Language Arts 4</i>	57	6	10.5	18	31.6	20	35.1	12	21.1	*	≤5.0
<i>English/Language Arts 5</i>	59	13	22.0	19	32.2	16	27.1	11	18.6	*	≤5.0
<i>Mathematics 3</i>	76	12	15.8	31	40.8	22	28.9	9	11.8	*	≤5.0
<i>Mathematics 4</i>	57	9	15.8	28	49.1	17	29.8	3	5.3	*	≤5.0
<i>Mathematics 5</i>	60	7	11.7	26	43.3	21	35.0	6	10.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.7	94.2	95.0	95.4
High	*	*	92.3	92.9	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		85.57		86.39
Class of 2014 (5-Year Rate)	*		86.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	44.2	41.5	27.4	27.2
Advanced Professional	*	*	53.9	49.1	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	*	*	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	12.7	9.5	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
---------	--------------	------------

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	43.2	50.5	6.4	36.7	53.9	9.5
2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3
8 2015	*	*	*	26.0	69.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	26.8	70.6	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	67.5	10.6	15.4	61.2	23.4
2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

J. M. Tawes Vocational Center

PARCC Assessment Performance Results Summary - 2015

Performance Level											
Level 1			Level 2		Level 3		Level 4		Level 5		
Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.8	≥ 95.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.7	94.2	95.0	95.4
High	*	*	92.3	92.9	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		85.57		86.39
Class of 2014 (5-Year Rate)	*		86.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	47.8	63.6	44.2	41.5	27.4	27.2
Advanced Professional	52.2	27.3	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	3.6	0.0	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	12.7	9.5	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
---------	--------------	------------

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	37.7	54.7	7.5	43.2	50.5	6.4	36.7	53.9	9.5
2014	20.4	73.5	6.1	26.1	67.1	6.8	35.8	54.9	9.3
8 2015	*	*	*	26.0	69.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	26.8	70.6	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	67.5	10.6	15.4	61.2	23.4
2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Princess Anne Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	54	15	27.8	13	24.1	23	42.6	3	5.6	*	≤5.0
<i>English/Language Arts 4</i>	50	7	14.0	12	24.0	16	32.0	11	22.0	4	8.0
<i>English/Language Arts 5</i>	52	9	17.3	17	32.7	18	34.6	7	13.5	*	≤5.0
<i>Mathematics 3</i>	53	4	7.5	21	39.6	22	41.5	6	11.3	*	≤5.0
<i>Mathematics 4</i>	50	7	14.0	15	30.0	14	28.0	14	28.0	*	≤5.0
<i>Mathematics 5</i>	53	6	11.3	25	47.2	18	34.0	4	7.5	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Somerset 6/7 Intermediate School

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	94.0	94.5	93.7	94.2	95.0	95.4
High	*	*	92.3	92.9	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		85.57		86.39
Class of 2014 (5-Year Rate)	*		86.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	50.0	35.7	44.2	41.5	27.4	27.2
Advanced Professional	50.0	50.0	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	7.9	3.4	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	12.7	9.5	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
---------	--------------	------------

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	43.2	50.5	6.4	36.7	53.9	9.5
2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3
8 2015	*	*	*	26.0	69.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	26.8	70.6	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	67.5	10.6	15.4	61.2	23.4
2014	*	*	*	20.5	71.3	8.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Somerset 6/7 Intermediate School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	207	17	8.2	62	30.0	76	36.7	48	23.2	*	≤5.0
<i>English/Language Arts 7</i>	178	26	14.6	48	27.0	60	33.7	34	19.1	10	5.6
<i>Mathematics 6</i>	207	*	≤5.0	72	34.8	89	43.0	35	16.9	*	≤5.0
<i>Mathematics 7</i>	178	14	7.9	59	33.1	75	42.1	29	16.3	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	94.0	94.2	93.7	94.2	95.0	95.4
High	92.7	92.5	92.3	92.9	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		84.87		85.57		86.39
Class of 2014 (5-Year Rate)	86.32		86.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	29.4	30.3	44.2	41.5	27.4	27.2
Advanced Professional	67.6	60.6	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	13.7	13.0	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	12.7	9.5	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
---------	--------------	------------

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	43.2	50.5	6.4	36.7	53.9	9.5
2014	*	*	*	26.1	67.1	6.8	35.8	54.9	9.3
8 2015	33.3	62.9	≤5.0	26.0	69.2	≤5.0	31.9	61.7	6.4
2014	27.9	69.8	≤5.0	26.8	70.6	≤5.0	30.6	62.8	6.6
*B 2015	22.0	69.0	9.0	21.9	67.5	10.6	15.4	61.2	23.4
2014	21.6	71.6	6.9	20.5	71.3	8.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Washington Academy and High School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 8</i>	130	32	24.6	38	29.2	34	26.2	24	18.5	*	≤5.0
<i>English/Language Arts 10</i>	103	23	22.3	26	25.2	29	28.2	20	19.4	*	≤5.0
<i>Mathematics 8</i>	130	29	22.3	42	32.3	34	26.2	25	19.2	*	≤5.0
<i>Algebra I</i>	77	20	26.0	34	44.2	23	29.9	*	≤5.0	*	≤5.0
<i>Algebra II</i>	69	21	30.4	27	39.1	19	27.5	*	≤5.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations